

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.		
Strands: Interpretive Interpersonal Presentational		
<u>Essential Question(s)</u>	<u>Enduring Understanding(s)</u>	
Content Statement(s)	CPI #	Cumulative Progress Indicator(s)
Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration, and preparation.)	7.1.IL.A.5	Demonstrate comprehension of conversations and written information on a variety of topics.
	7.1.IL.B.1	Use digital tools to participate in short conversations and to exchange information related to targeted themes.
	7.1.IL.C.1	Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
	7.1.IL.C.6	Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.
Instructional Focus Exploring postsecondary plans for the future by researching how career opportunities evolve; how being able to communicate in a second language expands opportunities; and what skills and talents are valued by potential employers for the global economy		
Performance Assessment Task Prepare a multimedia presentation showing requirements for career areas that match specific strengths, talents, and preferences and require proficiency in the language being studied. Post the presentation on a video sharing site and include careers and languages as tags.		
Instructional Strategies Click here for suggested input strategies.		
<ul style="list-style-type: none"> ▪ Interpretive mode: Provide students opportunities to practice the interpretive mode through reading, listening, and viewing of authentic materials as related to careers. Students: <ul style="list-style-type: none"> • Explore personal interests and talents and relate them to future career plans. 		

- Investigate the skills and talents needed for the global economy.
- View online videos and read online materials to research global career opportunities that require proficiency in a second language.
- Explore the qualities that today's [personnel managers](#) are seeking in prospective employees.

▪ **Interpersonal mode:**

Provide students multiple opportunities to interact with each other to find out personal preferences, career opportunities, and skills and talents required for success in the global economy.

Students:

- Compare classmates' personality qualities and personal preferences.
- Discuss postsecondary plans with classmates.
- Connect with a target language classroom through e-mail or webcam videoconference to exchange information with students from the target culture about personality qualities, personal preferences and discuss how they relate to postsecondary plans.
- Discuss the qualities that are valued in the global economy and develop a plan to acquire and build upon desired qualities.

• **Presentational mode:**

Give students multiple opportunities to share knowledge about careers for a real purpose to a specific audience.

Students:

- Complete a survey about careers using an educational wiki.
- Complete a target language [personality survey](#).

Hyperlinks:

Essential Questions	Enduring Understandings
What do I do to help me understand the details of what I read and hear?	I will understand that... Looking for cognates, loanwords, watching the speaker and looking at visuals can often help me to better understand.
How do I avoid miscommunication?	The use of paraphrasing, questions and answers can help me get through some unfamiliar situations.
How do I decide what needs polishing?	When I reflect upon what I want to say in speech and writing and change it based on my reflections the work product is enhanced.

Input Strategies

Teacher creates and posts a target language online survey asking students in the class to respond to questions related to plans for the future. The information gained from that survey is then used to guide instruction while providing contextualized comprehensible input that allows students to acquire the vocabulary needed to complete the performance task.

Teacher connects students with a target language classroom to solicit the same information from peers in the target classroom.

A search on a Spanish search engine revealed <http://empleo-peru.universiablogs.net/category/hablan-los-gerentes/>. This site contains interviews and videos with personnel managers in Peru.

A search in Spanish for +personality +inventory found <http://www.mipersonalidad.es/>.